

TPBI2 Team Intervention Plan

Child's name: _____ Birth date: _____ Age: _____

Person determining intervention plan: _____ Date: _____

Relationship or role: _____

Projected month of reevaluation follow-up: _____

Contact person: _____ Phone: _____

Directions: Select the TPBA2 Domain Outcomes column *OR* the OSEP Global Outcomes column. Prioritize as a team (1, 2, 3, 4) one or more outcomes below based on their importance for the child in home and community (H/C) and school and/or child care (S/CC) settings. The priorities may be the same or different, depending on the child's needs in each environment.

TPBA2 Domain Global Outcomes			OSEP Child Outcomes		
H/C	S/CC		H/C	S/CC	
		Ability to move independently and effectively and to regulate and use sensory input for learning (Sensorimotor Development)			Positive social-emotional skills
		Ability to effectively relate to others and control emotions and behavior (Emotional and Social Development)			Acquisition and use of knowledge and skills
		Ability to understand and use verbal and nonverbal communication (Communication Development)			Appropriate behaviors to meet needs
		Ability to understand ideas, solve problems, and learn (Cognitive Development)			

After prioritizing outcomes for the child, look at the Functional Outcomes Rubrics (FORs) that correspond to the outcomes with the highest priorities. Examine the Goal Attainment Scales that were completed during the TPBA that are listed on the FOR selected. Discuss the assessment/intervention areas that have the lowest ratings with the family. Determine what subcategories across the domains identified are the most important to helping the child's learning and development. Indicate the subcategories selected for intervention and the rating given on the line next to the subcategory. Place the age level for that subcategory (if available) on the following line.

The priority subcategories selected for intervention:	Rating	Age level
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

For each of the subcategories identified above, the team should write a functional intervention target (IT) to address in intervention. The IT should include what functional skill or process the child will be able to do in daily activities and the context in which this will occur. Indicate whether the IT is for home and/or school (e.g., "Home and school: Maria will be able to feed herself non-slippery food with an adaptive spoon without adult assistance and manage to get 75% of the food into her mouth during each snack or meal").

